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ABSTRACT

The hypothesis of this study is that there are no significant differences with respect to attitudes toward success oriented college and career goals of females between 12th grade: (a) males and females; (b) college bound and non-college bound; (c) college bound males and college bound females; (d) children of working and non-working mothers, and (e) daughters of working and non-working mothers. Data to test the hypotheses were obtained from a random sample of 115 12th grade English students. Each student was administered an author-devised attitude questionnaire designed to measure attitude toward high-success-oriented college/career goals of females. Comparisons (t-tests) were made between each of the five groupings outlined in the hypotheses. Females demonstrated a significantly more positive attitude toward success-oriented female goals than did males. Seniors planning to attend college were significantly more positive than those not planning to attend, and college-bound girls were significantly more positive than college-bound boys. The factor of mother's employment yielded no significant differences in attitude for the total group or for females taken separately. A sample questionnaire is included in the appendices. More research in this area is recommended to further isolate factors which inhibit female success. (Author)

A STUDY OF ATTITUDES OF TWELFTH GRADE STUDENTS TOWARD HIGH-SUCCESS-ORIENTED COLLEGE/CAREER GOALS OF FEMALES

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CHAPTER I

INTRODUCTION

Problem and Purpose

American females are not as successful in college or in careers as are males. U.S. Department of Labor statistics (1972) show that despite the fact that a higher percentage (50.4%) of females graduate from high school, a much smaller percentage (43%) of females complete college; only 13% of all doctorates are granted to females; and less than 10% of the high status/high salary jobs in this country belong to females.

Many educators are concerned about this waste of female potential, and in the wake of a burgeoning women's liberation movement, more and more attention is being given to the special problems of female role and female success. Numerous recent studies have been undertaken at the university level, and partly as a result of these, many colleges have revamped counseling programs, provided women's studies courses, and added female faculty. At the secondary level, however, very little research is underway, and without data at this level, programs and techniques designed to help female students prepare for and pursue successful college and career goals is not likely to be forthcoming.

Therefore, the purpose of this study was to provide information and data, (albeit rudimentary), about the attitudes of 12th grade students toward successful college and career goals of females. These findings, hopefully coupled with many other future studies, may provide secondary educators with a clearer understanding of the problem and point toward solutions.

Specifically, this study attempted to determine if a sample of 12th graders felt positively or negatively toward success oriented goals of females, and to determine if differences in attitudes were to be found

between certain groups. Five hypotheses in null form were tested.

Hypotheses

(a) There will be no significant difference between 12th grade male and female attitudes toward high-success-oriented college/career goals of females.

(b) There will be no significant difference between 12th grade college bound and non-college bound attitudes toward high-success-oriented college/career goals of females.

(c) There will be no significant difference between 12th grade male college bound and female college bound attitudes toward high-success-oriented college/career goals of females.

(d) There will be no significant difference between 12th grade children of working mothers and children of non-working mothers attitudes toward high-success-oriented college/career goals of females.

(e) There will be no significant difference between 12th grade daughters of working mothers and daughters of non-working mothers attitudes toward high-success-oriented college/career goals of females.

Assumptions

Implicit in the above hypotheses are certain assumptions which the author made before beginning the project.

1. The attitude questionnaire devised by the author was valid and capable of measureing the specific attitude under consideration.

2. Students responded to the questionnaire in an honest and conscientious manner. Every attempt was made to give assurances of respondent anonymity and to make the experience non-threatening.

3. Student indications of plans to attend (not attend) college were indicative of true intentions.

4. The fact of mother's employment outside the home, rather than quantity or quality of time away from home, was the significant factor to be tested.

Definition of Terms

Before proceeding further, it is essential at this point to define high-success-oriented college/career goals of females. The term refers to goals of females to succeed in college and careers -- to complete college, pursue high status/high salary careers, hold positions of responsibility, compete as equals in the job market, etc.

The author chose this somewhat cumbersome label over a shorter but vague term such as "Women's Lib" for several reasons. Firstly, it is less prejudicial and free from the emotional overtones surrounding arguments over women's lib. Secondly, it is a straightforward representation of female demands for occupational equality, and it avoids threatening and unanswerable problems such as necessity for male dominance, the castrating effects of role reversal, etc. And finally, the concentration upon college and career lends itself to specific examples of female success and failure on which positive and negative attitudes can be measured.

Operationally, high-success-oriented college/career goals of females is defined by 20 statements on the HSOCC attitude scale questionnaire (see Appendix), each of which deals with one aspect of female success or failure in college and career situations. An individual's total response to these 20 statements will yield an attitude score toward high-success-oriented college/career goals of females.

Limitations of the Study

Because no instrument could be found which would measure the specific concept of female success defined above, it was necessary for the author to devise her own. This, unfortunately, constitutes a major potential limitation of the study. Although much effort was expended to ensure validity and reliability (see p. 14), the author's lack of expertise, coupled with time limitations, must cast some doubt upon the worth of the HSOCC Questionnaire. Further research and replication with the instrument will be necessary before ultimate claims can be made about its validity or reliability.

A similar time limitation relates to the generalizability of the study. Even though proper sampling techniques were observed, only one high school was utilized. As such, the results are only specifically generalizable to that school and to the others which reflect the make-up of that population.

The final major limitation of the study is that it is primarily descriptive in nature. To a large extent this is justified since lack of data in this area prescribes that the problem be better defined before treatments are attempted. However, it is hoped that future studies may delve further into the "why's" of lack of female success in college and careers.

CHAPTER II

REVIEW OF THE LITERATURE

Research into the success and failure of females in college and career stiuations is a relatively new (1960's and 1970's) phenomenon. Certainly, the literature of the past forty years abounds with studies dealing with sex as a factor in maturation, academic performance, abstract reasoning, etc. But these are not really applicable to the specificity of the subject matter of this study, and perhaps even more important, most all previous sex role and performance research has come under attack in the past decade on the grounds that cultural and social expectations of the researchers may have influenced the findings.

For example, educators for many years have used vocational interest tests like the Strong Vocational Interest Blank (SVIB) to guide students into suitable career and job preparation programs. Such predictive instruments were predicated upon research findings which called for masculinity and femininity scales for measureing vocational interest. In a 1972 study, Esther Diamond (2) rejected this notion of major differences between the sexes. She performed content analysis upon the SVIB and several similar instruments and found that an important lag exists between traditional measures of masculinity and feminity and the changing work role of women. Diamond concluded that most masculinity/femininity scales in use today measure only the degree of conformity with culturally determined sex roles, and recommended that such measures of interest should be rejected as an "idea whose time has definitely passed." (2:8)

Because of the current dissatisfaction with the past orientation of sex role research, coupled with the new emphasis upon women's rights, most research with any direct relationship to this study is to be found in the past six or seven years.

The Classic Michigan Studies

The earliest and most important research in this area has taken place at the University of Michigan, particularly with the now classic studies of Matina Horner. (7, 8, 9) Horner's experience led her to the hypothesis that women possess a motive to avoid success. She administered Thematic Aperception Tests (TATS) to 90 female and 88 male undergraduates which presented successful male and female cues. Her findings indicated that 90% of the males demonstrated strong, positive feelings toward successful male cues, whereas 65% of the females were disconcerted, troubled or confused by successful female cues. She further found that women fear rejection after a success, worry about the definition of their sex, and tend to distort what success they achieve. (8:36-38)

Horner concluded that there exists a stereotype which says that competition, independence, competence, intellectual achievement and leadership reflect positively on masculinity but are basically inconsistent with or in conflict with femininity. (8:60) Since assuming the Presidency of Radcliffe, Dr. Horner has continued her studies, and has found that despite the women's lib movement, negative attitudes about women have intensified among male and female subjects. 88% of undergraduates at Radcliffe measured high on Horner's fear of success model. (7:56)

Research by Questionnaire

Another interesting approach to emerge from the University of Michigan is the questionnaire research of Carol Tavris. (18) She has devised several attitude scales covering all aspects of the female role, and includes in each form numerous questions regarding socio/economic status, education, past history, etc. for analytic purposes. Although her dissertation based upon the findings is not yet available, one version of the questionnaire was used to test the readership of Redbook magazine. Over 12,000 women mailed back the completed form (over 90 questions), and

although the findings may be suspect because of the obvious lack of control, some interesting statistics emerge.

Over 90% of the women respondents feel that job discrimination against women is a reality; 94% oppose the argument that women deserve less pay than men; and over two-thirds are not willing to accept the social niceties in return for lower salaries. But, despite this overwhelming dissatisfaction with the current occupational status of women, only 6% of the young mothers who responded had kept their jobs on a full time basis, and over two-thirds felt that the women's liberation movement would not have a positive or immediate impact on their lives. (18:67-69)

This large-scale questionnaire approach has been utilized in scores of recent periodicals from McCalls (21) to the AAUW Journal. (10) Interesting as such results may be, the lack of control over responses or selection of subjects negates much of their potential usefulness for the researcher. They are valuable, however, in pointing up special areas of concern which an educational researcher may tackle in a more controlled and specific school situation. Examples of this latter type which have attempted to investigate problems of female role and success can be divided into three major categories: (1) The teacher and counselor; (2) textbooks and literature; and (3) students themselves.

Counselor and Teacher Roles and Attitudes

Thomas and Stewart (19) designed a study to determine if secondary school counselors respond more positively to female clients with traditionally feminine (conforming) goals than those with traditionally masculine (deviate) goals. They gathered and taped numerous interviews with high school girls in which information concerning their home, school, self description and personal values was elicited. These were presented on tape to 64 male and female practicing counselors, and the results pointed out that (a) counselors rated conforming goals as more appropriate than deviate and (b) that counselors rated female clients with deviate

career goals as being more in need of counseling than those with conforming goals. (19:356-357)

In a different context, Felsenthal (4) studied the differences related to sex in female elementary teachers' perception of social behavior. She designed a questionnaire to measure perception of social behavior, and further meansured teacher praise and criticism through observation. For our purposes, the interesting finding here was that teachers perceived boys to be more aggressive and girls to be more passive and reacted accordingly. The impact of this unequal perception and treatment in the early grades upon students is an interesting area for future investigation.

The Role of Textbooks and Literature

Another major area of recent inquiry deals with sexism -- the portrayal of women in demeaning and undesirable roles -- in textbooks and related literature. An enormous amount of research is currently being undertaken in this area, and a recent article by Stewig and Higgs (17) summarizes many of the findings. Although they were appalled by the amount of careless scholarship in the field, they did find that sexism in children's literature is indeed a problem.

A clear example of this is to be found in the Frasher and Walker (6) content analysis study of the roles, relationships, activities and relative importance assigned to male and female characters in 734 first and second grade texts. Both new (1971) and old (1962) series of texts were examined, and in both cases, stereotyped roles existed. Males were main characters in more than three times as many stories and engaged in 75% more occupations outside the home than females; females were shown in only 11 occupations, all of which were traditional female jobs such as teacher, nurse, librarian, stewardess; the rate of percentages picturing girls in quiet games to those showing boys was 70/30; girls were shown much more frequently as needing protection, giving up easily and lacking in competence;

and mothers were often presented as dull, ineffectual and incapable of solving problems. (6:743-748)

Although one may challenge some of these findings on the basis that much of the analysis was subjective by the researchers, the lack of viable and positive female work models in public school texts at all levels has been documented in countless studies and remains a pressing problem.

Attitudes of Students Themselves

The third major area of current research deals with the extent to which students themselves respond to the problems of female role and success in our society. Investigations here are occuring at all educational levels.

At the university level, Steinmann (16) administered an inventory of female values to a sample of college women and found that although all were prepared for high level employment, most did not feel that working was important to their lives. The inventory of female values was a 5 point Likert scale consisting of 34 statementsexpressing a particular value related to women's activities. Half of them delineated a family-oriented woman, while the other half denoted a self-achieving woman.

Steinmann's findings confirm the results of others in this area -- that irrespective of age, marital status, race or socio/economic status, women seem to be ambivalent with respect to home and career. The young women she studied desired a balance between home and career, but felt an "ideal" woman would be more home oriented than self-assertive. The subjects felt even more strongly that an ideal woman, as men see her, would stay home and raise children. (16:27)

At a much lower level, Schlossburg and Goodman (13) studied the degree to which kindergarten and sixth grade students hold stereotypes about occupations based on sex. Subjects responded to 12 drawings representing traditionally masculine and femine occupations. They found

that stereotypes are equally strong for both age groups and that the children generally chose jobs for themselves that fell within the usual stereotypes.

High School Studies

At the high school level, Berman (1) investigated occupational aspirations of 545 high school senior girls. Since his method for determining occupation consisted of tabulating stated preferences in the school yearbook, we may well question his sample. However, his findings do indicate that over 50% of the girls desired to enter the traditional female occupations of secretary, nurse or teacher.

Smith (15) used 268 sophomores and juniors to investigate the relationship between working status of mother and the daughter's willingness to combine marriage and career. Utilizing questionnaires and personal interviews, she found that daughters of working mothers, regardless of class, expressed more favorable attitudes towards combining marriage and career, and non-whites were significantly more favorable than whites.

Meyer (11) attempted to study vocational development by looking at how boys and girls view sex-linked occupations at grades 3, 7 and 11. Students were shown paired pictures of identical occupations in which one worker was female and one male. Although her findings were quite complex, it was clear that at all three levels students demonstrated strong, stereotyped ways of behaving toward traditionally sex-linked occupations, and there was overwhelming agreement as to which jobs were "masculine" and which were "feminine."

Attitudes held by 9th graders toward women working were studied by Entwisle and Greenberger. (3) Their results indicate that there are consistent and large sex differences in this area, with middle class girls holding the most favorable views toward women working and middle-class boys of high IQ showing the least favorable attitudes. Black students

were least opposed to women working, unless it was in traditionally "masculine" or professional occupations.

The fact that males are generally less approving of successful female models and work roles led to an interesting study by Miller (12) to investigate whether male attitudes in this area were a function of self-esteem. Using college subjects, he administered a Rosenberg Self-Esteem Scale, followed by a Women's Liberation Questionnaire (WLQ), and correlated the results.

His findings indicate that accepting the principle of women's lib is a function of self-esteem. He further found that males in large, state, coed institutions were significantly more approving than males in small, private, religious schools or than non-college males. (12:4-6) Although there is some question about the validity and reliability of the WLQ in this study, his findings do indicate avenues for further research.

Summary

Research into female success in college and careers is a relatively new field, and much current emphasis rests upon removing the cultural and social stereotypes which influenced previous findings.

Several approaches are in use, including the large-scale questionnaire (18, 21, 10), and more controlled studies into the role of school personnel (19, 4), texts and literature (17, 6), and attitudes of students themselves (16, 13, 1, 15, 11, 3, 12).

Although many areas remain unexplored, it is abundantly clear that females are ambivalent and troubled with respect to success oriented goals (7, 8, 9, 16, 18) and that sexism and sexual stereotyping are prevalent throughout our school system (1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 16, 17, 19).

There is some evidence that males are less approving of female success models than females (19, 3) and that differences are to be found between

groups of males (12).

One study indicated that daughters of working mothers are more willing to combine marriage and careers. (15)

In general, research in this area is just beginning and much more investigation must be done before we can isolate those factors most crucial to the development of success-oriented college and career goals in females.

CHAPTER III

METHODS AND PROCEDURES

In order to test the five hypotheses listed in Chapter I, a group of 12th graders were randomly selected and were administered an author-devised questionnaire to measure attitudes toward high-success-oriented college/career goals of females. Comparisons (t-tests) were made between groups to test each hypothesis.

Selection of Subjects

The population for this study consisted of all 12th grade English students at a large, predominantly middle-class Phoenix high school. Subjects were chosen by random selection (numbers drawn from a box) of seven English sections. Seven sections were necessary in order to ensure a sufficient number of subjects for each sub-group comparison. All members of each section were administered the questionnaire, and a total of 115 subjects participated.

Males (N=54) and females (N=61) were determined by check of an appropriate box on the questionnaire. College bound (N=74) and non-college bound (N=41) were also determined by a check on the questionnaire, and a sub-grouping of college bound males (N=29) and college-bound females (N=45) was revealed by the procedure listed above. A check in the box of "Mother works: yes/no" yielded a total of Mother works (N=63) and mother does not work (N=52), and daughters of working mothers (N=37) and daughters of non-working mothers (N=24). No attempt was made to control for race or socio/economic status.

Data Gathering Device

Each participant was given an author-devised 20 point Likert scale called the HSOCC Questionnaire (see Appendix) designed to measure one's attitude toward high-success-oriented college/career goals of females.

The nature of the subject necessitated a negative wording of most statements; therefore, responses range from Strongly Agree (1) to Strongly Disagree (5), with scores reversed for positively worded items (nos. 3, 7, 13, 18, 20). High scores (means of 3.4 or higher) indicate a positive attitude to success oriented female goals. A person's attitude score is the sum of the item scores.

Because no instrument could be found to measure the specific attitude requaired for this study, the author was forced to design her own. Initial activity consisted of consulting expert sources (14, 5, 20) on attitude scale construction and examination of published questionnaires (10, 18, 21) in related areas. To enhance content validity, a "panel of experts" consisting of two ASU professors currently conducting research in this area, an official from the National Organization of Women, and three research experts were consulted, and with their aid, underlying concepts and roles were delineated. Numerous revisions and constant consultation with this panel yielded basic agreement that on the final form of the questionnaire: (1) the content of each of the 20 statements pertained to the attitude to be measured and (2) the set of items seemed to represent all major aspects of the attitude under investigation. The questionnaire was pretested on three 12th graders (not in the study) in ensure that the language and meaning of each item was clear.

A reliability coefficient, determined by correlating the scores of odd and even numbered items (split-half) and correcting for attenuation by the Spearman-Brown formula, was 0.85.

Administration and Measurement Procedures

The HSOCC Questionnaire was then administered to all participants on the same day by a male administrator (to prevent cuing of attitudes by the presence of a female graduate student). Subjects were told only that the study was one of several being conducted by ASU to measure

attitudes toward women and were assured that school and personal anonymity would be respected. Heavy emphasis was placed on the need for honest responses.

Mean scores for each participant were then computed, these scores were placed into appropriate subgroupings, and t-tests were run on an HG255 computer to determine if differences existed between any of the five groupings. The probability level for accepting or rejecting the null hypotheses was established at 0.05.

CHAPTER IV

ANALYSIS AND RESULTS

The findings of this study indicated significant differences in 3 out of 5 subgroups. Table 1 presents the results of a t-test for mean score difference between all males and all females on their attitudes toward high-success-oriented college/career goals of females.

TABLE 1

COMPARISON OF THE DIFFERENCE BETWEEN 12th GRADE MALES AND FEMALES ON THE HSOCC QUESTIONNAIRE TO MEASURE ATTITUDE TOWARD HIGH-SUCCESS-ORIENTED COLLEGE/CAREER GOALS OF FEMALES

	MEAN	SD	"t"
Males (N=54)	3.03	.54	
			6.46 **
Females (N=61)	3.65	.48	

df=113
**significant at .01 level of confidence

There was a significant difference between the mean attitude scores of 12th grade males and females, with girls demonstrating a significantly more positive attitude toward success-oriented female goals (.01 level of significance) than boys. This finding is in agreement with other studies in the field and necessitates rejection of the null hypothesis that there would be no significant difference between 12th grade male and female attitudes toward high-success-oriented college/career goals of females.

Table 2 shows a significant difference between mean scores of college bound and non-college bound seniors, with those planning to attend college demonstrating a significantly more positive attitude toward success oriented female goals (.01 level of significance) than those who do not plan to attend college. The null hypothesis which stated that there would be no significant difference between college bound and non-college bound attitudes toward high-success-oriented college/career goals of females is rejected.

TABLE 2

COMPARISON OF THE DIFFERENCE BETWEEN
COLLEGE BOUND AND NON-COLLEGE BOUND
12th GRADERS ON THE HSOCC QUESTIONNAIRE
TO MEASURE ATTITUDE TOWARD HIGH-SUCCESS-ORIENTED
COLLEGE/CAREER GOALS OF FEMALES

	MEAN	SD	"t"
College bound (N=74)	3.53	.54	4.45 **
Non-college bound (N=41)	3.04	.56	

df=113
**significant at .01 level of confidence

Table 3 compares mean scores of females who plan to attend college with those of males who plan to attend college. Females who are college bound demonstrated a significantly more positive attitude toward success oriented female goals (.01 level of significance). The null hypothesis which stated that no significant difference would be found between male college bound and female college bound attitudes toward

success oriented female goals is rejected.

TABLE 3

COMPARISON OF THE DIFFERENCE BETWEEN FEMALE COLLEGE BOUND AND MALE COLLEGE BOUND 12th GRADERS ON THE HSOCC QUESTIONNAIRE TO MEASURE ATTITUDE TOWARD HIGH-SUCCESS-ORIENTED COLLEGE/CAREER GOALS OF FEMALES

	MEAN	SD	"t"
College bound males (N=29)	3.19	.51	
			4.78 **
College bound females (N=45)	3.74	.45	

df=72
**significant at .01 level of confidence

Tables 4 and 5 present differences between groups as a factor of mother working. Although a majority of students had working mothers, no significant differences were found between all subjects (male and female) with respect to mother's employment (Table 4), nor were significant differences found between daughters of working and non-working mothers (Table 5). This is somewhat in conflict with results of an earlier study. (15)

The mean scores of children of working mothers was slightly higher in both cases, but these differences were not significant at the .05 or .01 level of significance. The null hypotheses which predicted no significant attitude differences between children of working and non-working mothers and between daughters of working and non-working mothers are accepted.

TABLE 4

COMPARISON OF THE DIFFERENCE BETWEEN 12th GRADE CHILDREN OF WORKING AND NON-WORKING MOTHERS ON THE HSOCC QUESTIONNAIRE TO MEASURE ATTITUDE TOWARD HIGH-SUCCESS-ORIENTED COLLEGE/CAREER GOALS OF FEMALES

	MEAN	SD	"t"
Children of working mothers (N=63)	3.40	.58	.86
Children of non-working mothers (N=52)	3.30	.60	

df=113 Required for .05 level, 1.98.

TABLE 5

COMPARISON OF THE DIFFERENCE BETWEEN 12th GRADE DAUGHTERS OF WORKING AND NON-WORKING MOTHERS ON THE HSOCC QUESTIONNAIRE TO MEASURE ATTITUDE TOWARD HIGH-SUCCESS-ORIENTED COLLEGE/CAREER GOALS OF FEMALES

	MEAN	SD	"t"
Daughters of working mothers (N=37)	3.68	.48	.56
Daughters of non-working mothers (N=24)	3.60	.48	

df=59 Required for .05 level, 2.00.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

American females are less successful in college and careers than are males. The rudimentary state of current research into this problem suggests that more data is needed before we can begin to isolate or correct this problem. Therefore, the purpose of this study was to provide information about the attitudes of 12th graders toward success-oriented college and career goals of females.

The author hypothesized that there would be no significant differences with respect to attitudes toward these goals between 12th grade:

(a) males and females
(b) college bound and non-college bound
(c) college bound males and college bound females
(d) children of working and non-working mothers
(e) daughters of working and non-working mothers

Data to test the hypotheses was obtained from a random sample of 12th grade English students. Each student was administered an author-devised attitude questionnaire designed to measure attitude toward high-success-oriented college/career goals of females. Comparisons (t-tests) were made between each of the five groupings outlined in the hypotheses.

It was found that females demonstrated a significantly more positive attitude ($p < .01$) toward success-oriented female goals than did males. Seniors planning to attend college were significantly more positive ($p < .01$) than those not planning to attend, and college bound girls were significantly more positive ($p < .01$) than college bound boys. The factor of mother's employment yielded no significant differences in attitude for the total group or for females taken separately.

Conclusions

Since the purpose of this study was to provide information which might better help the educator to define the problem and point toward solutions, the conclusions are directed toward this end:

1. The fact that girls demonstrated a significantly more positive attitude toward success oriented goals of females than did males point up the necessity that any program designed to improve the success orientation of females must also include the male students. This is particularly crucial in light of the finding that college bound girls are significantly more positive than college bound boys, since it is in the college setting that most females begin active withdrawal from the success role. It is unlikely that females will seek out success so long as males remain overwhelmingly disapproving of this success; therefore, counseling and other techniques must include both sexes.

2. If this study is correct in finding that college bound students are more positive toward success oriented goals of females than are non-college bound, then special attention must be given to the girl who does not plan to go to college. Her need (psychological and economic) for occupational success may be just as great as that of her college peer. Special counseling and other techniques may be appropriate.

3. The fact that mother's employment did not prove to be a significant determiner of attitude in contrast with an earlier study (15) in which it did, necessitates some explanation. Firstly, it must be remembered that the Smith study only investigated the willingness to combine marriage and career, whereas this study concentrated upon high success oriented goals. It is possible that students do not view the job held by their mother as reflective of a high-success-oriented career. As such, it will be necessary to further deliniate the mother's occupation as to status and success in order to determine if children are influenced by successful-role-model mothers.

Recommendations

It is recommended that more research be conducted in this area in order to better define and isolate the factors which inhibit female success. It is specifically recommended that more investigation and replication with the HSOCC Questionnaire be undertaken in order to more fully establish its validity and reliability. To the extend that it proves valid and reliable, it could possible be used by counselors in the construction of programs or techniques to help female students toward greater self-realization.

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APPENDIX

HSOCC QUESTIONNAIRE

HSOCC QUESTIONNAIRE

This questionnaire will give you an opportunity to express your feelings about a variety of different statements. In each case you will be asked to indicate whether you *strongly agree*...*agree*...are *undecided* about the statement...*disagree*...or *strongly disagree* with the statement.

For example: Please read the sample statement below and put an *X* in the box which best expresses your feelings about it.

SAMPLE STATEMENT:	**Strongly Agree**	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
Cigarette smoking in public restaurants should be against the law.	☐	☐	☐	☐	☐

If you *strongly agree* that cigarette smoking in public restaurants should be against the law, you should have put an *X* in the first box. ☒

If you *agree*, but not strongly, you should have put an *X* in the second box. ☒

If you are *undecided* how you really feel, check the third box. ☒

If you *disagree* with the statement that cigarette smoking in public restaurants should be against the law, you should have checked the fourth box. ☒

And if you *strongly disagree*, check the last box. ☒

Please respond to each of the following 22 short statements by placing an *X* in the box which best expresses your true feelings about it. No names are to be written on this questionnaire, and no one will ever know how you, as an individual, responded.

Please be as honest in your responses as you can. There are no right or wrong answers -- only how you as an individual honestly feel about each statement.

PLEASE RESPOND TO EACH OF THE 22 STATEMENTS BELOW AND ON THE BACK OF THIS SHEET:

	← **Agree**			**Disagree** →	
	Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
1. A college education is more important for a boy than for a girl.	☐	☐	☐	☐	☐
2. Most male employees feel uncomfortable working for a woman boss.	☐	☐	☐	☐	☐
3. Women are as capable of logical and calm reasoning as men.	☐	☐	☐	☐	☐
4. A mother should only work if the family needs the money.	☐	☐	☐	☐	☐

names are to be written on this questionnaire, and no one will ever know how you, as an individual, responded.

Please be as honest in your responses as you can. There are no right or wrong answers -- only how you as an individual honestly feel about each statement.

PLEASE RESPOND TO EACH OF THE 22 STATEMENTS BELOW AND ON THE BACK OF THIS SHEET:

	Agree			Disagree	
	Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
1. A college education is more important for a boy than for a girl.	☐	☐	☐	☐	☐
2. Most male employees feel uncomfortable working for a woman boss.	☐	☐	☐	☐	☐
3. Women are as capable of logical and calm reasoning as men.	☐	☐	☐	☐	☐
4. A mother should only work if the family needs the money.	☐	☐	☐	☐	☐
5. A successful woman is less attractive to men.	☐	☐	☐	☐	☐
6. Few women are in politics because they are not competitive enough for political activity.	☐	☐	☐	☐	☐
7. I would accept a woman as my doctor.	☐	☐	☐	☐	☐
8. A marriage in which the woman earns more than the man is heading for trouble.	☐	☐	☐	☐	☐
9. Women prefer working for a male boss.	☐	☐	☐	☐	☐

(PLEASE TURN OVER SHEET AND CONTINUE)

Side 2

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10. A man with a family to support should receive a higher salary than a single woman holding the same job.	☐	☐	☐	☐	☐
11. If I were on trial for my life, I would prefer to have a man rather than a woman lawyer.	☐	☐	☐	☐	☐
12. Successful career women are more likely to have unhappy marriages.	☐	☐	☐	☐	☐
13. I would vote for a qualified woman for President.	☐	☐	☐	☐	☐
14. If an equally qualified girl and boy apply for a college scholarship, the boy should be given first priority, because he needs the college education more.	☐	☐	☐	☐	☐
15. Women are less stable employees than men.	☐	☐	☐	☐	☐
16. There are very few women scientists because women are not as good at abstract reasoning as men.	☐	☐	☐	☐	☐
17. A married woman does not need a college degree.	☐	☐	☐	☐	☐
18. Law is a suitable profession for a woman.	☐	☐	☐	☐	☐
19. Most high school principals are men, because men are better able to handle the pressures of the job.	☐	☐	☐	☐	☐
20. The housewife/mother role does not really provide women with enough opportunity for self-fulfillment.	☐	☐	☐	☐	☐

Please answer the following questions by placing an *X* in the appropriate box:

should be given first priority, because he needs the college education more.	☐	☐	☐	☐	☐
15. Women are less stable employees than men.	☐	☐	☐	☐	☐
16. There are very few women scientists because women are not as good at abstract reasoning as men.	☐	☐	☐	☐	☐
17. A married woman does not need a college degree.	☐	☐	☐	☐	☐
18. Law is a suitable profession for a woman.	☐	☐	☐	☐	☐
19. Most high school principals are men, because men are better able to handle the pressures of the job.	☐	☐	☐	☐	☐
20. The housewife/mother role does not really provide women with enough opportunity for self-fulfillment.	☐	☐	☐	☐	☐

Please answer the following questions by placing an *X* in the appropriate box:

A) My sex is ☐ male. ☐ female.

B) I plan to enter college. ☐ Yes. ☐ No.

C) My mother is employed (receives a salary) outside the home. ☐ Yes. ☐ No.

PLEASE CHECK BACK AND MAKE SURE YOU ANSWERED ALL OF THE QUESTIONS. Then put down your pen or pencil and wait for your sheet to be collected.

THANK YOU